**Adams City High School**

**STEP 1: DEVELOP INQUIRY BASED QUESTIONS, IDENTIFY PRIORITY STANDARD/SKILL AND PRESENT DATA**

**Assessment Prompt:**

**Hamburger Model for Persuasive Writing**

**Individual Teacher Data:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Number of Students** | **Number of Advance Students** | **Percentage of Advance Students** | **Number of Proficient Students** | **Percentage of Proficient Students** | **Number of Partially Proficient Students** | **Percentage of Partially Proficient Students** | **Percentage of Not Proficient Students** | **Percentage of Not Proficient Students** |
| **Teacher** |  |  |  |  |  |  |  |  |  |
| **Teacher** |  |  |  |  |  |  |  |  |  |
| **Teacher** |  |  |  |  |  |  |  |  |  |
| **Teacher** |  |  |  |  |  |  |  |  |  |
| **Teacher** |  |  |  |  |  |  |  |  |  |
| **Teacher** |  |  |  |  |  |  |  |  |  |

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**STEP 2: ANALYZE DATA TO DETERMINE ROOT CAUSES**

|  |  |
| --- | --- |
| Strength – what? | Inferences – why?        \*\*\*root causes\*\*\* |
| Weakness – what? | Inferences – why?        \*\*\*root causes\*\*\* |

**Adams City High School**

**STEP 3: ESTABLISH SMART GOAL**

The percentage of 10th Grade English Honors Students (content area) scoring proficient or higher in English Honors (skill/concept) will increase from 80% (current reality percentage) to 100% (goal percentage) by the end of 1st week of the unit as measured by The Hamurger model and Prompt(assessment tool) administered on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (specific date).

**Adams City High School**

**STEP 4: SELECT COMMON TEACHING STRATEGIES**

|  |  |
| --- | --- |
| Instructional   1. We will show the hamburger model and have a prompt on the board. 2. The teacher will go through the prompt and place it in the model (same prompt from the pre-test). 3. Specifically teaching main reasons and elaboration language used to introduce sentences. 4. Walk the students through a paragraph step-by-step( Take small group and move with them through the stations). 5. Gallery walk of different paragraphs and placing the sentences into the hamburger model.   \*\*\*must support/match the root causes identified in step 2\*\*\* | |
| Resources   * Hamburger Model * At least 6 persuasive paragraphs * Vegetarian persuasive essays | Processes  Listed above. |

**Adams City High School**

**STEP 5: DETERMINE RESULTS INDICATORS**

If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**If =** explicitly state what the teacher behaviors will look like when implementing the common instructional strategies.

**Then** = explicitly state the student impact and student behavior that will be observed

\*\*\*just stating the behaviors

|  |  |
| --- | --- |
| **IF**…teacher behaviors | **THEN**…student behaviors |
|  |  |

**Adams City High School**

**STEP 6: MONITOR AND EVALUATE RESULTS**

|  |  |
| --- | --- |
| Has this strategy been implemented?  …Implemented fully  …Partially implemented  …Not implemented  \*\*\*reasons implementation was incomplete or did not occur | Has this activity had impact?  …Yes  …No  \*\*\*reasons expected impact did or did not occur |
| Evidence of actual impact on instructional practice and/or student learning… | Suggested adjustments or recommendations… |
| Reflections… | Other relevant information… |